





Hunter, Bilinda Mozzella

A00414611

Last, First Middle

Student ID

**EVERGREEN UNDERGRADUATE CREDIT:**

<b>Start</b>	<b>End</b>	<b>Credits</b>	<b>Title</b>
06/2021	09/2021	7	<b>Writing Beyond the Basics</b> <i>3 - Advanced Composition</i> <i>4 - Creative Writing</i>

**Cumulative**

204 Total Undergraduate Credits Earned



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My first quarter here at Evergreen, has been challenging. I have felt very overwhelmed because of all of the different materials that we are required to read. I love to read, but I also procrastinate, not understanding that there is no way with all the required reading materials, that I can afford to procrastinate.

So when I feel overwhelmed I tend to shut down until I can catch a clearer view on how to go about doing the task that is before me. With that said, I have learned my lesson for this quarter: not to be an procrastinator. I had to re-gain my focus, and remove every distraction that could cause me to procrastinate.

I can say that I got an entire new understanding of the importance of being present in all facts and walks of life. Just being apart of Evergreen has taken my entire mind to another level, as well as given me back, what I thought was completely lost because of all the different events that has happened in my life.

As I continue my Journey here at Evergreen, I have had so many ups and downs. So many losses that I can't even continue to count. Because of the supportive attitude here at the Tacoma Campus, I never gave up or gave in. The only thing thus far that has carried me through is being a student here at Evergreen.

I recall first applying, and because I was having a hard time at Tacoma community College finishing up an required math class due to unforeseen circumstances, it took me two long years to actually become a student here at Evergreen Tacoma. I was determined, I told myself if my husband, my daughter graduated from Evergreen, I had to be the next one to graduate.

As mention earlier it has been along hard road for me. Many times I had felt like letting it go, but thanks to all of the Professors as well as my fellow students, I had a purpose and could not give up. When I first started at Evergreen, I was homeless, penniless, food-less and car less. but I couldn't let that stop me for being faithful, dedicated and determined.

I was determined more than ever not to give up. There was many times that I could of said "forget it," I'm to old to start a second career." But I did not surrender.

Through the year's of my struggle I've learned to lean on alcohol to numb all the pain that I was feeling. I battled with this disease while I was a student here at Evergreen. But just as I was determined to become a student here at Evergreen I was equally determined to heal from alcohol.

So I had to battle hard to overcome it and all of the pain and hurt from the past. I have graduated from Evergreen and am fighting to live a sober life. I fought this battle never giving up no matter what it looked like. Most often it looked dark. Most often it looked like it was no hope. I was in and out of the hospital, going to detox only to keep finding myself back to drinking my pain, and so I thought my problems had gone away.

After checking myself into this treatment center called Prosperity, I was able to a clearer understanding of why I felt the need to drink alcohol and what I could do to avoid going down that self-destructive path. I can say that through the procrastination and the pandemic I have been sober from alcohol. As I continued healing, I continued to study on my career change. I knew first coming into Evergreen my hopes was of becoming an Attorney. My focus was Law, Government and Public Policy.

As I continued to dig deeper into the subjects that was being taught at Evergreen, it gave me more of an understanding of Law.



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## **June 2021 - September 2021: Writing Beyond the Basics**

7 Credits

### **DESCRIPTION:**

Faculty: Prof. Peter Bacho

This class focused on enhancing writing skills needed for communicating with academic and popular audiences. During the first session, students studied the art of composition, with an emphasis on improving writing projects typically associated with the effective dissemination of community resource materials, manuals, position papers, etc. Students studied the art of effective and accurate editing. Regarding the latter, students edited an unedited version of a journal entry that is part of a novel - written by the instructor - and published by the University of Hawai'i Press. During the second session, students shifted their focus to creative writing. They created a credible protagonist, did a variety of effective creative writing exercises, and held weekly readings of their work. They wrote a flash fiction piece, after which they converted their piece into a treatment - the precursor to a film script.

### **EVALUATION:**

Written by: Prof. Peter Bacho

During the first half of the session, Ms. Hunter read and understood the assigned text and completed all of the assignments, which included papers written to satisfy the requisites of different formats. She is a good and improving writer.

During the second half of the session, Ms. Hunter read and fully understood the assigned text and completed all of the assignments, which included a variety of fiction writing exercises. She also completed a short story, which was effective. She read it aloud before the class on the final day of the session.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 7**

3 - Advanced Composition

4 - Creative Writing



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## **September 2020 - June 2021: The Power in Community: Pathways to Resourcefulness**

45 Credits

### **DESCRIPTION:**

Faculty: Marcia Tate Arunga, Ph.D. (Leadership and Organizational Change, Human Development), Peter Bacho, J.D., LL.M. (Literature, Writing, Law, Political Science); Mingxia Li (Zhang Er), Ph.D. (Biology, Public Health, Bioethics, Chinese Poetry), Gilda Sheppard, Ph.D. (Media Literacy, Sociology, Cultural Studies); Tyrus Smith, Ph.D. (Environmental Science, Ecology, Environmental Policy); Paul McCreary, Ph.D. (Mathematics and Social Justice, 3D Modeling, Life Science); Anthony Zaragoza, Ph.D. (Political Economy, History, Cultural Studies).

“Beloved community is formed not by the eradication of difference but by its affirmation, by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world.” bell hooks

This year’s program was designed to help students explore the history, theories, strategies, and practices of how diverse communities have contributed to the construction of the material world around us and shaped the environment, which in turn has molded our own consciousness. Our 2020-21 program’s focus was on the power within diverse communities to develop resources for fundamental transformation, a transformation that sustains and grows a healthy, just, and compassionate community - personally, collectively, across differences, within institutions, and other enumerable diverse contexts. The construction, design, and sustaining of resources developed through initiatives, strategies, and practices initiated in diverse communities has been a linchpin in the transformation of our world.

This program explored the capacity and power of communities working together to develop resources in order to critically explore societal narratives, and interrogate and develop values, strategies, and tactics that inspire hope and encourage justice and equity. Social and environmental policies, economic and political institutions, structures/systems, neighborhoods, classrooms, public health entities, jobs, professions, families, and digital and social media were the micro and macro contexts for this exploration. Understanding the role of community agency as pivotal in how people’s power can develop and sustain resources for healthy coexistence and co-creation was also critically examined. Methods of improving citizens’ knowledge and skills in problem solving as well as an ability to see multiple sides of the problem and practice communication and decision-making skills were integrated into our program.

The courses designed in this year’s program gave students the opportunity to become acquainted historically with local, national, and global models of social change and the role that community initiated resources have played in providing reform as well as attempts at fundamental revolutionary transformations leading to equity and justice, particularly for those who live in the margins. Impact of race, class, gender, sexuality, and ideological factors was examined to understand possibilities and contradictions in social interactions in the development of community resources.

We were able to not only imagine a society where communities provide leadership in the direction of transformation, but also practice and apply our learning in interdisciplinary ways. We examined theories and practices of community engagement, movements, and community disruptions (pandemics), etc. in humanities, social sciences, mathematics, natural sciences, media, and technology that simultaneously represent and influence community resources developed with individuals, groups, and organizations to change our society and environment locally, nationally, and globally throughout the ages.

The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.



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Each quarter, students participated in the weekly lecture/seminar series and attend two additional courses of their choice. These courses were taught by one or two faculty in their field of discipline and academic interest. They were designed to contribute to the program's overall theme and further students' learning in depth.

In fall quarter, students studied the importance and models of resources developed and designed by community members; societal values discovered in social interaction, and the emerging intended and unintended consequences in human history and in current times. They had an opportunity to evaluate their own work to analyze how working together in community has shaped their worldview and contributed to the betterment of their life and the lives of their communities.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to bring forth social change that values working hands.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in the winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrate the graduating class.

**EVALUATION:**

Written by: Paul McCreary, Ph.D.

Ms. Bilinda Hunter had an extremely successful final year at The Evergreen State College-Tacoma program. She has shown an outstanding ability to identify and use connections across a wide range of disciplines in the liberal arts curriculum. Ms. Hunter has done a very thorough job of developing and honing the skills necessary for a professional in the public services and human resources fields. She has taken steps to gain the necessary skills and should be an excellent professional and valued colleague. Ms. Hunter has shown growth in her writing skills and her skills at project management. Ms. Hunter also demonstrated her abilities to integrate research across the disciplines in her work on the extensive projects for the school's community spring fair over the two academic years that she was in the Tacoma program.

In the fall Lyceum and Seminar series, Ms. Hunter studied the importance and models of resources developed and designed by community members, societal values discovered in social interaction, and the emerging intended and unintended consequences in human history and at the current time. She engaged in small group discussions and completed written work which examined how historical and contemporary practices throughout the world may shape and impact her academic areas of interest and plans for the future. She also completed an academic history writing assignment, examining her personal experience that involved shaping her professional, academic, community and family life. Her work indicated a good understanding of how individuals and groups can access power with the intent of empowering the entire community. As evidenced by her work, she possesses an understanding of how one might respond to and promote powerful actions on personal and institutional levels. Her work on her academic history and synthesis writing assignments demonstrated progress over the quarter. Overall, Ms. Hunter's performance met program expectations. Her contributions to discussions demonstrated sound critical thinking skills, as her comments were consistently analytical and reflective. Ms. Hunter made use of the writing center resources on the Tacoma program campus.



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In the winter Lyceum and Seminar series, Ms. Hunter completed work analyzing, evaluating, and reflecting on case studies and histories of migration that have led to changes in the workplace, nation, community, and the world. Her analyses and reflections on assigned readings and program related materials indicated a very good understanding of forces that influence migration, especially with respect to historical and contemporary practices throughout the world that may shape and impact her academic area of interest and plans for the future. This work also demonstrated a well-developed ability to write clear, articulate responses to and evaluations of reading materials. Her work on writing assignments convincingly met program expectations by demonstrating her ability to reflect on, synthesize, and integrate her academic work. Ms. Hunter collaborated in a group to design and research a project that will provide help to community members. Ms. Hunter made very effective efforts to use writing assistance from peers and other resources at the college. Ms. Hunter is an exemplary adult learner. She is intelligent, disciplined, and dedicated to learning.

Ms. Hunter had a very successful quarter in the spring Lyceum and Seminar series. She attended program sessions regularly, participated insightfully and often in discussion, and submitted well-written and thoughtful analytic essays reflecting her reaction to the assigned readings. Ms. Hunter also developed a summative evaluation of her body of work carried out during the entire period she attended The Evergreen State College. This work was carefully written and demonstrated an ability to communicate about and analyze her academic work.

For a study of statistics, Ms. Hunter's participation in discussions and completed work met expectations and demonstrated the ability to analyze quantitative information. This included demonstrating that she can interpret descriptive statistics and sharing the operation of a specific database. For her individual database project, Ms. Hunter walked her peers through the Curated COVID Database, and taught us how the database works, how to access it, and how it can be useful. The database shows a variety of statistics around COVID 19. Ms. Hunter showed us how important the database can be for a variety of users including information on colleges and universities. She did a good job explaining the database to the class and showing how we each could successfully use it. For her final project, she worked collaboratively with a team of students to complete a statistical report analyzing data. This observational study investigated a socially relevant research question by extracting and analyzing variables operationalizing concepts central to their area of inquiry. Ms. Hunter and her partners examined childhood abuse and homelessness from statistical perspectives by summarizing statistics found in a peer-reviewed psychology article. They looked to see what factors could be coordinated to the chances of being houseless during the lifetimes of various populations. Ms. Hunter and her group used these statistics to offer hypotheses and tentative conclusions. They shared their data and met most assignment expectations. This project demonstrated some understanding of the fundamental principles of quantitative research design and statistics. Ms. Hunter's engagement with content was good. Overall, her work reflects growth in her quantitative reasoning skills and some understanding of descriptive and inferential statistics.

Ms. Hunter was an active participant throughout a study of critical ethnographic research. The work that she completed demonstrated an understanding of theories, methods, and ethics involved in critical ethnography, particularly in the socializing role of family whether biological or sociological. Her completion of exercises demonstrated an ability to merge theories and practices, practice critical ethnographic research, write up a case study, and translate the case study into a creative project.

For a study of research writing, Ms. Hunter was introduced to a variety of research methods, APA-style citations, Tacoma's research paper format, revision, and presentation of ideas. Our overarching research framework focused on: How do we create safe communities for everybody? Does that mean reforming police departments? Transforming them? Abolishing them? Defending them? Increasing funding? Diverting funds? Or developing alternative approaches to community safety? Ms. Hunter successfully completed her work and had excellent attendance. As a cohort, we took on the task to teach the rest of



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the school how to do APA citations/references as well as our research paper format. Together we discussed what to teach, how to teach, and how to organize the lesson plan. We chose to work in stations (essentially break out rooms in remote Zoom learning) and the facilitators rotated through groups of students so that each group of students had the various stations come to them to work in a hands-on way to develop the skill or concept we were trying to convey. Ms. Hunter worked well with her peers throughout the preparation and presentation of the material. She chose to teach how to do library research and explained how to navigate the academic journal databases.

For a study of the history of United States electoral politics, Ms. Hunter investigated the reasons for candidate success, the significance of incumbency, the impact of the Citizens United decision, and other relevant factors. She attended program sessions and participated in discussion. Her comments revealed an understanding of the political issues involved. Her writing is improving.

In spring quarter, Ms. Hunter successfully carried out an in-program Individual Learning Contract designed for her to learn how to start a nonprofit treatment center. Ms. Hunter focused on learning how to start a nonprofit treatment center, organize, and run it effectively, focusing particularly on issues of equity for black and brown clients. In learning how to keep black and brown community members connected to treatment centers, Ms. Hunter had regular discussions with Mr. Corwin Scott of Evergreen Empowerment Group to learn best practices and strategies that have worked for him. Ms. Hunter kept weekly journal notes and wrote a final paper at the end of the contract for review by the sponsor. All of Ms. Hunter's submitted work for the contract was of very high quality.

Ms. Hunter is an exemplary adult learner. She is intelligent, disciplined, and dedicated to learning. She has easily earned full credit for the year.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 45**

- 3- Organizational Skills: Leadership Coordination
- 3- Project Management
- 5- United States Electoral Politics
- 3- Research Writing
- 2- Public Planning
- 3- Autobiographical Literature and Expository Writing
- 3- United States History
- 3- Critical Ethnography: Theory, Method, and Practice
- 2- Sociological Theory
- 5- Descriptive and Inferential Statistics
- 3- Research Methodologies
- 3- Migration Studies
- 7- Practicum in Founding and Operating a Nonprofit Treatment Center



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**September 2019 - June 2020: Cycle Makers and Cycle Breakers: Transitional Studies**  
38 Credits

**DESCRIPTION:**

Faculty: Peter Bacho, J.D., LL.M.; Mingxia Li (Zhang Er), M.D., Ph.D.; Lawrence (Larry) Mosqueda, Ph.D.; Gilda Sheppard, Ph.D.; Tyrus Smith, Ph.D.; Arlen Speights, M.M., M.A., M.F.A.; Anthony Zaragoza, Ph.D.

This upper division program examined cyclical patterns across a wide spectrum, ranging from the existence of these patterns in the natural world to their presence in human activities and institutions. We emphasized creation of new cycles that facilitate social justice practices, in local to global contexts. We further explored how businesses founded on tenets of cooperative social entrepreneurship can address issues of social justice and be a force for positive social change. The goal of this interdisciplinary program was to engage students in extensive research and in-depth textual analysis of individuals, institutions, and communities in transition. Thus, students were expected to use their research and analysis to respond to the changing needs of communities, environments, and society.

Each quarter, students participated in the weekly lecture/seminar series and attended two additional courses of their choice. These courses were taught by two or one faculty in their field of disciplines and academic interest. Additionally, the courses were designed to contribute to the program's overall theme and further students' in-depth learning.

In fall quarter, students studied the prevalence of cyclical patterns and researched situations with such patterns. Students also had an opportunity to examine recurring cycles in their own lives – and their decisions to maintain them or to create a new paradigm.

In winter quarter, students researched possible causes and potential solutions to identified problems. This included collaboratively researching and examining the pros and cons of a specific action. The major focus was to develop the skills and knowledge to renew and sustain self, family, community, and humans as a species in harmony with the environment.

Finally, in spring quarter, students presented their community projects, based on their winter research, to the public at our annual Community Fair. These projects were developed throughout the year and built on the knowledge and skills gained in each quarter. Typically, students identified a topic connected to their areas of interest in fall quarter and began enhancing their understanding of this subject through in-depth research and analysis. Their study and research in winter quarter explored strategies to remedy or address pressing social, economic, or environmental problems. They carried out their research and action plan in spring quarter, presenting their work at the Community Fair and evaluating the process of their project before we celebrated the graduating class.

This offering prepared students for careers and advanced study in: law and public policy, political economy, history, literature, writing, community and environmental studies, human development and biology, public health, bioethics, social science research, research methodology, statistics, quantitative reasoning, media literacy, computer studies, education, instructional technology, social work, and project management.

**EVALUATION:**

Written by: Tyrus Smith, Ph.D.

Ms. Hunter was enrolled in the Cycle Makers and Cycle Breakers: Transitional Studies program during the 2019-20 academic year.



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During fall's Lyceum and Seminar series, Ms. Hunter's written work and contributions to discussions demonstrated satisfactory critical thinking skills, as her comments addressing subject matter were thoughtful and relevant. Ms. Hunter has demonstrated improvement in her writing skills. Her written work was evidence of her ability to communicate her ideas more clearly and coherently. As a result, she has demonstrated an increased understanding of political, economic, social, and cultural narratives of United States history and her ability to explain how the past has shaped the present. Overall, her work demonstrated her ability to think critically by analyzing and evaluating historical events and questioning and rethinking her preconceived notions regarding American history. Ms. Hunter also developed a very good memoir titled, "Holy Spirit: Speaking in an Unknown Language." This story focused on a personal experience where she was confronted with a choice and made a decision that profoundly influenced her personal life. In completing this assignment she worked diligently on revising and editing drafts of this story while effectively demonstrating her ability to utilize strategies and techniques appropriate to the memoir/fiction writing style. Her work on this assignment met expectations.

During winter's Lyceum and Seminar, Ms. Hunter met program expectations by demonstrating her ability to analyze content and articulate her understanding in discussions and writing assignments. Her studies indicated a good understanding of how various models of engagement have created pathways for systemic change. Her work in completing writing assignments demonstrated her ability to critically evaluate and assess ideas and arguments while citing evidence from assigned materials and other sources to conclude the meaning and relevance of this content. Ms. Hunter also refined her skills in research design by developing an action research proposal in a manner that indicates proficiency with the APA format and style. This research proposal focused on understanding and addressing factors that contribute to youth involvement in gangs. This proposal convincingly met expectations by formulating a researchable question that may also contribute to the body of knowledge on this topic, synthesizing empirical research focusing on this problem, and proposing a methodology to collect and analyze data. Overall, Ms. Hunter's work has demonstrated her ability to examine issues and topics from multiple cultural models and worldviews and that she can effectively communicate and work across significant personal and cultural differences.

During spring's Lyceum and Seminar, Ms. Hunter's participation in seminar discussions and completed written work demonstrated her ability to integrate program materials to draw her conclusions about the meaning and relevance of program content. Ms. Hunter worked collaboratively with fellow students to complete an action research project and public presentation titled, "Gang Prevention Strategies for Youth in Tacoma, WA." The focus of this project was to address factors related to youth involvement with gangs. This assignment demonstrated their ability to conduct research that identified a social problem of concern and identified strategies to address, remedy, and/or solve this problem. Her contributions to this collaborative project and presentation demonstrate that she can work effectively with others to develop, carry out, and present an in-depth research project. As a result, she has enhanced her skills in communication, presentation, evaluation, and reflection.

In addition to her participation in the Lyceum and Seminar series, Ms. Hunter completed work in other areas of this program:

Ms. Hunter completed a study of United States history and political theory. She was especially interested in topics that concerned race, U.S. history and foreign policy, and social justice. Her preparation for the seminar and weekly written seminar papers indicated that she was engaged with the material and the quality of her work improved as the quarter progressed. Students were assigned the development of a podcast as if they were 50 years in the future, in the year 2070. Each group podcast was supported with historical references to inform and support the reliability of their chosen futuristic subject area. Ms. Hunter's podcast titled *Drastic Times Call for Drastic Measures* was exemplary in its integration of a visual journalistic style presentation of a critical investigation of public health issues and policies on incarceration, mental health, trauma, activities and practices surrounding drug addiction, activities and



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policies that inform the justice system and judicial processes, determination and labeling of “crime” and its outcome of racial and class disparities. The production provided local “on the street” spontaneous looking interviews from people who represent the subject, hence a proximal critical ethnographic approach. The project also represented a history of practices for social change and concrete examples nationally and internationally and favorable results on decreasing the negative impact on urban populations. Ideas and historical practices involving restorative justice policies, partnering with indigenous people’s healing circles, the use and practices of cognitive behavioral programs, and impact and outcome of economic stratification and poverty were presented creatively and supported by archival footage and historical references. An interrogation of centering education as a tool for democratic inclusion and resources such as housing was pivotal in this production. The podcast represented excellent research and vision as indicated in the comprehensive annotated bibliography that accompanied the production. It was exemplary. Overall, Ms. Hunter’s work in this part of the program was good.

Ms. Hunter completed additional studies in U.S. History; her attendance was regular, and she did some good work in the seminar. Her preparation for the seminar and weekly written seminar papers indicated that she was somewhat engaged with the material. Both the faculty and the students appreciated her participation in the seminar. Overall, Ms. Hunter's work in this part of the program met expectations.

Ms. Hunter completed a study of human biology and urban sociology. She worked collaboratively with a team of her peers to perform laboratory exercises that illustrated principles of toxicology that were discussed in the study. Her written response papers to the assigned readings and her research on an environmental organization or individual activist demonstrated satisfactory writing skills as well as critical and creative thinking skills. Her participation in seminar discussion was good. Her group’s found art installation was excellent. The group’s presentation of the art installation titled *Blood in Their Hands: Homeless in Hilltop* provided a representation of the connections between homelessness, environmental health, and justice. In addition to her role in the overall development of the art installation, she completed a comprehensive annotated bibliography. The group used sculpture and an assemblage of blood vials in the form of a house as metaphor giving the installation intellectual depth, enhancing viewers’ ability to gain access and consciousness of these conditions, and also showed evidence of the disparate impact and the systemic, structural and social forces that sustain the narrative of these connections as well as activism and hope to dismantle oppression and fight for environmental justice. These tasks and areas were pivotal in completing the final project that deepened the learning community's awareness.

For a study of U.S. politics, Ms. Hunter’s written assignments reflected an awareness of the political developments during the term. She was active during program sessions and eager to learn. Her overall body of work reflected a growing awareness of the political challenges currently facing our nation.

Ms. Hunter completed a study of critical discourse analysis where she examined the way social power, dominance, inequality, liberation, justice, Black feminist perspectives of intersectionality, and self-determination are enacted, reproduced, and resisted in text, talk, artistic expression, as well as in the social and political contexts in media. She explored the role and strategies of how language on words, images, gestures, visuals, and auditory modes of communication as well as media (print, podcast, film, blog, social media, etc.), impacts, shapes, responds to, as well as influences messages in communication. Ms. Hunter also became acquainted with logical fallacies, connotative and denotative meanings in words, and the use of metaphors in multiple text and sub-textual contexts.

For a study of art and society, Ms. Hunter examined political economy through the lens of hip-hop taking as a starting point George Lipsitz’s idea that artistic expression reflects, responds to, and shapes historical realities, and built on this by looking specifically at Tricia Rose’s principles for progressive hip-hop. To demonstrate and consolidate her understanding of texts, Ms. Hunter took a midterm and a final exam. These exams allowed Ms. Hunter to examine her understanding of the readings, podcasts, films,



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and musical listenings, as well as to apply her understanding through textual analysis and conceptual exploration. Ms. Hunter did a good job using her exams as opportunities to develop her ideas for productive and critical conversations involving the music, political economy, and history that we were studying. In her exams, Ms. Hunter offered interesting and insightful interpretations of lyrics, music, and foundational political economy concepts. Ms. Hunter did wonderful work on the exams and facilitation and has had a successful quarter. She is an improving student and should be proud of her learning this quarter!

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 38**

- 3 - Autobiographical Literature and Expository Writing
- 10 - United States History
- 3 - Research Methodologies
- 3 - Project Management
- 3 - Research: Social and Human Services
- 2 - Political Theory
- 3 - Human Biology
- 2 - Urban Sociology
- 3 - United States Politics
- 4 - Critical Discourse Analysis
- 2 - Cultural Studies



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## **June 2019 - September 2019: Therapy Through the Arts**

16 Credits

### **DESCRIPTION:**

Faculty: Gilda Sheppard, Ph.D.

This class explored the role that movement, visual art, theater, music, and media can play in problem solving and in the resolution of internalized fear, conflicts, or blocks. Through a variety of hands-on activities, field trips, readings, films/video, and guest speakers, students discovered sources of imagery, sound, and movement as tools to awaken their creative problem solving from two perspectives - as creator and viewer. This course was recommended for students interested in human services, social sciences, media, humanities, and education will find this course engaging. No prerequisite art classes or training were required.

### **EVALUATION:**

Written by: Gilda Sheppard, Ph.D.

Bilinda Hunter was enrolled in Therapy Through the Arts for the full summer session. Ms. Hunter's responses to the readings and class activities effectively met the program's requirements. Ms. Hunter is distinguished among her peers. Her responses to class activities and discussions consistently added to the learning process in the class. Oftentimes Ms. Hunter brought added depth to class discussions offering a personal account of her transformation and feelings of power. Ms. Hunter's written response to *The Art Therapy Sourcebook* provided a very good overview. In addition, her application of theories from art therapy to intervene in difficult cases was focused and practical, thoughtfully keeping emotions in mind.

Utilizing insights gained by applying learning in the program, Ms. Hunter demonstrated productive learning to receive full credit for an effective summer session.

In this class we examined some of the key ideas and processes involving therapy through the arts. This interdisciplinary study included reading, application, and the use of a variety of materials in the class in order to experience different methods of art therapy. Students used writing, class discussion, and active demonstration in order to examine, analyze, and interpret topics in art therapy, both in theory and practice. Students were asked to apply art therapy to difficult subjects written about in contemporary poetry. In response to our studies, students individually planned and presented a project that reflected insights about themselves, including an expanded self-understanding and ability to communicate. For these projects, they combined several different methods of art therapy. The methods included, among others: music, movement, mask making, drawing, psychodrama, guided poetic writing, spontaneous drawing, video camera, collage, and mandalas.

### **SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 6 - Art Therapy and Counseling
- 6 - Art Therapy and Education
- 4 - Art Therapy and Written Expression



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## **April 2019 - June 2019: Global/Local Realities and Alternative Visions**

16 Credits

### **DESCRIPTION:**

Faculty: Peter Bacho, J.D., LL.M.; Barbara Laners, J.D.; Mingxia Li (Zhang Er), M.D., Ph.D.; Paul McCreary, Ph.D.; Gilda Sheppard, Ph.D.; Marcia Tate Arunga, Ph.D.; Anthony Zaragoza, Ph.D.

The world is undergoing massive transformations in the 21st century in its environment, economy, politics, culture, societal structure, aesthetics, and more. How can we understand these changes on both a local and global level? How can we respond to and help shape these changes? How do we view human migration around the world? How do we connect our neighborhoods to other parts of the world? How do we share resources equitably in an increasingly crowded and automated world? How do we relate to one another in an increasingly digitally mediated world? How shall we prepare ourselves and our children to face these new challenges? These are some of the questions this program examined and explored. The global/local reality of the 21st century and beyond was our intellectual playground and imagination laboratory. Drawing on an interdisciplinary perspective, we considered various definitions and theories of globalism and humanism. By the end of the program we were able to offer concrete recommendations to develop global and local connections that can overcome nationalism, sectarianism, and tribalism and help us to embrace alternative visions of global/local reality.

In spring, the theme progressed to implementation. We focused on the design and implementation of projects aimed at addressing the issues of global/local reality identified in winter. Seminar groups combined their efforts to assist the community in facing challenges of the global/local reality. The projects took the form of educational events, publications, multimedia presentations, or art installations to help the community find higher levels of connectivity with the rest of the world. Emphases assisted in the successful implementation and evaluation of student group activities.

Topics included social and environmental justice, political and economic fairness, geography, foreign policy, public/global health, historical and artistic representations of various parts of the world including local regions in media, as well as concepts of equity, cultural competence, and diplomacy.

### **EVALUATION:**

Written by: Paul McCreary, Ph.D.

Ms. Hunter had a successful first quarter in The Evergreen State College-Tacoma program. She participated in activities, submitted thoughtful analytic essays, and made contributions to group projects. Ms. Hunter demonstrated abilities in interdisciplinary work across the liberal arts curriculum. Her individual work was good and she made important contributions to the groups with whom she worked.

In the spring Lyceum and Seminar series, Ms. Hunter attended sessions regularly, participated insightfully and often in discussion, and submitted well-written and thoughtful analytic essays reflecting her reaction to the assigned readings. Ms. Hunter developed a summative evaluation of her work for the quarter. This work was carefully written and demonstrated an ability to communicate about and analyze her academic work. Ms. Hunter worked with a group to plan and research an interdisciplinary presentation for the community spring fair. The group's efforts were effective, their information imaginatively presented, and their message well received by community members attending the annual fair.

Ms. Hunter successfully completed a study of Pacific Northwest history and met all expectations. Her work was very good. Her weekly preparation papers demonstrated a high degree of engagement with assigned texts. Her seminar participation made a positive contribution to interpretations of texts, films, and current events. Ms. Hunter was able to explain how racial identity, economic class, and politics have



Hunter, Bilinda Mozzella

A00414611

Last, First Middle

Student ID

interacted in the history of the Pacific Northwest. She successfully identified major patterns that help to explain key historical events. Importantly, Ms. Hunter was able to recognize the multiple perspectives from which Pacific Northwest history can be approached and interpreted and now holds a more expansive understanding of this history. Ms. Hunter prepared for and participated in an Appellate Court decision involving issues related to the development of Native American treaty rights.

For a study of project development, Ms. Hunter was charged with the task of improving and/or completing a chosen project where she had interest. Ms. Hunter joined a project to bring elders and children together to interact with each other to explore social isolation prevalent in both age groups. She also ventured to explore issues of domestic violence. In her research, Ms. Hunter conducted data collection by interviewing two domestic violence survivors. She asked them to consider why women stay in abusive relationships and engaged in authentic dialogue. Ms. Hunter did thoughtful work and completed the study successfully.

Ms. Hunter is an exemplary adult learner. She is intelligent, disciplined, and dedicated to learning. She has easily earned full credit for the quarter.

**SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 16**

- 3- Group Activities to Help Children Cope
- 8- Project Management
- 5- Pacific Northwest History



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## EVERGREEN TRANSCRIPT GUIDE

**Accreditation:** The Evergreen State College is fully accredited by the Northwest Commission on Colleges and Universities.

**Degrees Awarded:** The Evergreen State College awards the following degrees: Bachelor of Arts, Bachelor of Science, Master of Environmental Studies, Master of Public Administration and Master In Teaching. Degree awards are listed on the Record of Academic Achievement.

### Educational Philosophy:

Our curriculum places high value on these modes of learning and teaching objectives:

- Interdisciplinary Learning
- Collaborative Learning
- Learning Across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Our expectations of Evergreen Graduates are that during their time at Evergreen they will:

- Articulate and assume responsibility for their own work
- Participate collaboratively and responsibly in our diverse society
- Communicate creatively and effectively
- Demonstrate integrative, independent, critical thinking
- Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines, and,
- As a culmination of their education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Our students have the opportunity to participate in frequent, mutual evaluation of academic programs, faculty and students. In collaboration with faculty and advisors, students develop individual academic concentrations.

### Academic Program

Modes of Learning: Evergreen’s curriculum is primarily team-taught and interdisciplinary. Students may choose from among several modes of study:

- **Programs:** Faculty members from different disciplines work together with students on a unifying question or theme. Programs may be up to three quarters long.
- **Individual Learning Contract:** Working closely with a faculty member, a student may design a one-quarter-long, full-time or part-time research or creative project. The contract document outlines both the activities of the contract and the criteria for evaluation. Most students are at upper division standing.
- **Internship Learning Contract:** Internships provide opportunities for students to link theory and practice in areas related to their interests. These full- or part-time opportunities involve close supervision by a field supervisor and a faculty sponsor.
- **Courses:** Courses are 2-6 credit offerings centered on a specific theme or discipline.

The numerical and alpha characters listed as Course Reference Numbers designate modes of learning and are in a random order.

### Evaluation and Credit Award:

Our transcript consists of narrative evaluations. Narrative evaluations tell a rich and detailed story of the multiple facets involved in a student’s academic work. A close reading of the narratives and attention to the course equivalencies will provide extensive information about student’s abilities and experiences. Students are not awarded credit for work considered not passing. Evergreen will not translate our narrative transcript into letter or numeric grades.

**Transcript Structure and Contents:** The Record of Academic Achievement summarizes credit awarded, expressed in quarter credit hours. Transcript materials are presented in inverse chronological order so that the most recent evaluation(s) appears first.

Credit is recorded by:

- Quarter Credit Hours:** Fall 1979 to present
- Evergreen Units:** 1 Evergreen Unit (1971 through Summer 1973) equals 5 quarter credit hours  
1 Evergreen Unit (Fall 1973 through Summer 1979) equals 4 quarter credit hours

### Each academic entry in the transcript is accompanied by (unless noted otherwise):

- The Program Description, Individual Contract or Internship Contract which explains learning objectives, activities and content of the program, course or contract.
- The Faculty Evaluation of Student Achievement provides information on specific work the student completed and about how well the student performed in the program or contract.
- The Student’s Own Evaluation of Personal Achievement is a reflective document written by the student evaluating his or her learning experiences. Students are encouraged but not required to include these documents in their official transcript, unless specified by faculty.
- The Student’s Summative Self Evaluation is an optional evaluation summarizing a student’s education and may be included as a separate document or as a part of the student’s final self- evaluation.

Transfer credit for Evergreen programs, courses and individual study should be awarded based upon a careful review of the transcript document including the course equivalencies which are designed to make it easier for others to clearly interpret our interdisciplinary curriculum. These course equivalencies can be found at the conclusion of each of the Faculty Evaluation of Student Achievement.

The college academic calendar consists of four-eleven week quarters. Refer to the college website (www.evergreen.edu) for specific dates.

This record is authentic and official when the Record of Academic Achievement page is marked and dated with the school seal.

All information contained herein is confidential and its release is governed by the Family Educational Rights and Privacy Act of 1974 as amended.

If, after a thorough review of this transcript, you still have questions, please contact Registration and Records: (360) 867-6180.